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ABSTRACT

Creative Values and Self-Image is a credit developmental studies course offered at Utah's Salt Lake Community College to help students assess their own values and self-image, learn and understand related theories and research, understand the relationship between their own values and self-image as they relate to goal setting, and apply the theories and research to their personal lives. At the beginning and end of the course, students complete a values and self-image appraisal inventory, rating the importance of statements related to the following 10 values: aesthetics, or the appreciation of beauty; self-control; creativity; family relationships; humanity, or tolerance; physical well-being; renown, or being well-known and liked; social skills; spirituality; and wealth. Major topics covered in the course include the workings of the brain, positive personal affirmations, goal setting, creation of a life philosophy, and analyses of the 10 values in the inventory. To determine the effect of the course on students' values, results from the beginning and ending term inventories were analyzed for 9 males and 26 females in winter 1995. The analysis indicated that females showed a significant increase in all of the values except for social skills, while males showed a significant increase only in the social skills area. Data tables and the values inventory are appended. (TGI)

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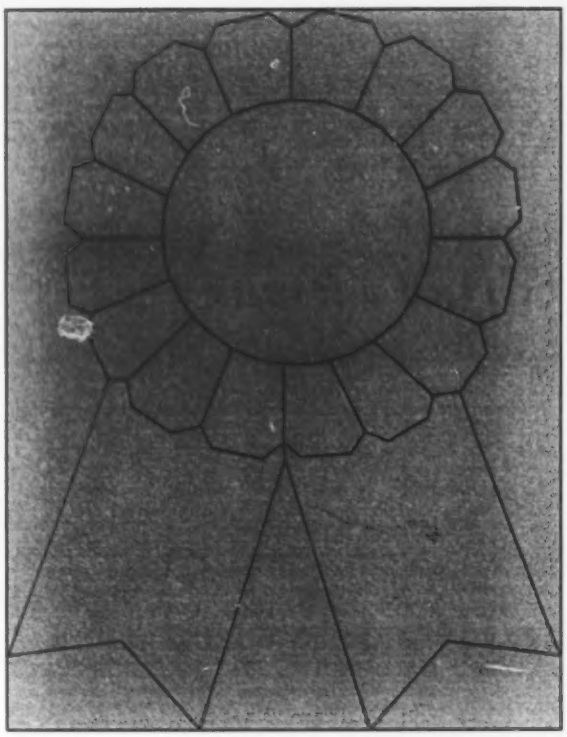
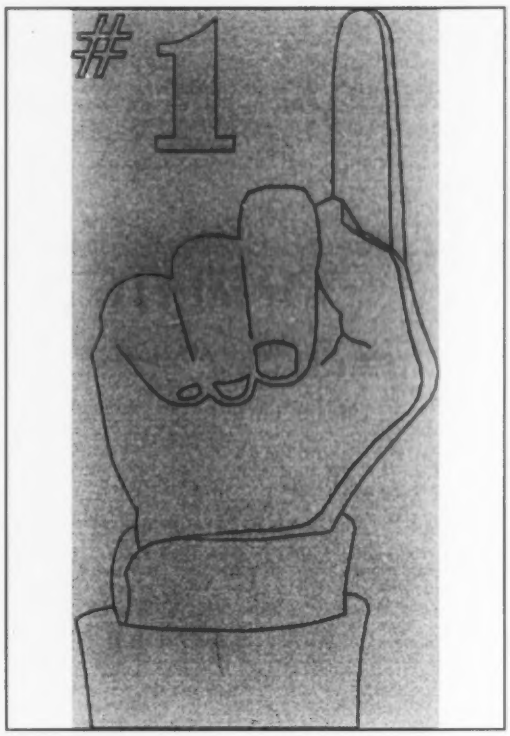
ED 390 453

CREATIVE VALUES AND SELF-IMAGE





Values Inventory and Study of Student Responses

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Salt Lake Community College in Salt Lake City, Utah, offers the course entitled LE 135 - *Creative Values and Self-Image*. It is taught by the Developmental Studies Department under the heading of *Learning Enhancement (LE)* and receives General Education credit in the Interdisciplinary Course category. It meets daily and receives 5 quarter hours credit.

The objectives on the course syllabus state:

1. You will assess your own values and self-image at the beginning of the course.
2. You will learn and understand theories and research on values and self-image from written as well as other media.
3. You will understand the relationship between your own values and image of self as they relate to goal setting in all facets of life.
4. You will apply the theories and research in your personal life and note any changes which have occurred as a result of that application.

The textbooks used in the course are as follows:

Bender, David L. (Editor), *Constructing a Life Philosophy: Opposing Viewpoints*, San Diego: Greenhaven Press, Inc., 1993, Sixth Edition.

Helmstetter, Shad, Ph.D., *What to Say When You Talk to Yourself: Powerful New Techniques to Program Your Potential for Success*, New York: Pocket Books, 1986.

Bach, Richard, *Jonathan Livingston Seagull: A Story*, New York: Avon, 1973.

The students purchase a student packet which has supplementary materials and handouts for the course. Within the packet is a "Values and Self-Image Appraisal Scale." After reviewing several values inventories, we decided to develop one which would best fit the students at Salt Lake Community College, centered around the ten most commonly measured values in the inventories reviewed. These values are:

Aesthetic	Appreciating natural and man-made forms of beauty.
Control	Being empowered as an effective decision maker.
Creativity	Developing and using imagination in problem solving.
Family	Acknowledging the importance of relationships with parent(s), spouse, children, and/or significant others.
Humanity	Accepting, tolerating, and working for or helping others.

Physical	Honoring the physical body with good nutrition and adequate rest and physical exercise.
Renown	Being well known, liked, approved and accepted by others.
Social	Relating to and interacting with people outside of your family relationships.
Spirituality	Having beliefs and principles of conduct, obedience to and activity in accordance with your values.
Wealth	Meeting personally rewarding financial needs and goals.

The students rate themselves on 100 statements which contain 10 each relating to the ten values above using a scale of 0-5 (0 means not like the person at all and 5 means it is an exact description). They then total the scores for each of the values and divide by 10. This gives them an index number between 0 and 5.

After they have rated themselves using the inventory, they are asked to write ten paragraphs describing how they feel about each of the values and what their ratings showed. These paragraphs are kept by the instructor until the end of the quarter. At that time they are returned to the students who redo the inventory and rewrite the paragraphs indicating what has changed in their lives during the quarter.

Curriculum for Affecting Values and Self-Image

The major topics covered in the course include:

How the Brain Works
Positive Personal Affirmations
Goal Setting
Creation of a Life Philosophy
Discussion of the Ten Values
Presentation of Personal Papers on Self-Image
Positive and Immediate Feedback
Books and Media

Each of these will be briefly discussed in the next paragraphs.

How the Brain Works. The various mental processes in the brain are discussed. They are related to how the brain processes information and how that affects each of us individually. Six memory factors are also reviewed: Positive attitude, high interest, high motivation, high concentration, organization, and intermittent repetition. The various automatic linkages in the brain are discussed as to how they are formed and how they can be changed. The basis of this discussion comes from a book entitled *The Vicious Circle of Life: Who Made Up These Rules Anyway?* by Gerald L. Giles.

Positive Personal Affirmations. The importance and power of self-talk is discussed. We use Shad Helmstetter's *What to Say When You Talk to Yourself: Powerful New Techniques to Program Your Potential for Success!* The students learn how to write positive affirmations, then do an exercise by writing at least ten affirmations. These are read anonymously to the entire class. They are also taught how to use these personal affirmations to get the maximum benefit from them. For some reason, a large number of these affirmations have to do with mathematics courses.

Goal Setting. Students learn the principles of creating the future through goal setting. They develop their own personal plan of action and set goals in seven areas of life. These are: Physical, social, mental, spiritual, financial, family and career. We use a video by Zig Ziglar entitled *Goals: Setting and Achieving Them on Schedule* from Nightingale-Conant as a basis for our discussion. Many students achieve most of their goals during the quarter.

Creation of a Life Philosophy. This discussion comes from *Constructing a Life Philosophy: Opposing Viewpoints*, edited by David Bender. The faculty member merely introduces the book before the presentations are given, then also leads a wrap-up discussion. Students sign up for one of the five chapters in the book they want be involved with for a group presentation. The groups then get together and prepare the materials in their chapter to share with the class. There is some class time allotted for the groups to get together with the instructor available for questions. There have been some very innovative and creative presentations done, such as putting the authors on trial for their opinions and building a perfect person.

Each class member must complete the critical thinking exercises in the chapters after each group presentation. In addition, the presentations are rated by all students including the presenter.

Discussion of the Ten Values. The ten values are discussed, two at a time. This is done either through whole class discussion, small group discussions, and/or problem analysis. The purpose of the discussions is to develop a broader definition of the value, then to look at how the value is and can be applied to reach the goals set and round out the person's life philosophy.

Presentation of Personal Papers on Self-Image. Students have the opportunity to write a paper on a topic of their choice and present it to the class. They are given a list of suggested topics which includes the ten values. They can also pick a topic they have always wanted to research. They must have at least four sources in their bibliography, but there is no minimum length given for the paper. The only major instruction given is that if they choose to write on a topic like child abuse, they have to end it in a positive manner. The presentation to the class is done in five minutes or less, and it is rated by the class members and the presenter.

Positive and Immediate Feedback. All papers and assignments are returned to the students the day after they are received. The focus on these is to point out items that are good and correct. An effort is made by every faculty member to provide as much positive feedback to students as possible.

Books and Video Tapes. In addition to the textbooks used in the course, the names of several books relating to the various areas are also given to the students. We also use five videos by Denis Waitley in *The Psychology of Winning Library* from Nightingale-Conant. These are: *Winning Self-Esteem, Confident Self-Expectancy, Unlimited Self-Dimension, Focused Self-Defemination,* and *Dynamic Self-Discipline.* Students are given brief notes on each of these in their student packet, and can add more as they watch. They videos are discussed and applied to the topics in the course.

Statistical Analysis of the Values and Self-Image Appraisal Scale Using a Pre-Test - Post-test Design

A study of the scores on the above scale was completed during the Winter Quarter 1995. There were 9 males and 26 females involved. The data is being gathered from later quarters and will be reviewed again at the end of Spring Quarter 1996.

The Pre- and Post-Test averages for males, females and all students combined are listed in Table 1, page 9.

The females in the study showed a significant increase in all but one value area (see Table 2, page 10): *Social.* The males in the study showed a significant increase in only one value area (see Table 3, page 11): *Social.*

On the Pre-Test (Table 4 Page 12), taken at the beginning of the quarter, the females were significantly higher than the males in the following value areas: *Family, Humanity, and Physical.* On the Post-Test (Table 5 Page 13) taken towards the end of the quarter, the females were significantly higher than the males in the following value areas: *Creativity, Family, and Humanity.*

All students showed a significant increase in all but one value area (see Table 6, page 14): *Social*.

Conclusions and Recommendations

The results of this study were interesting. Further study may shed some light on why the males showed a significant increase only in the *social* value, but the females showed significant increases in every values but *social*. The course seems to effect positive changes in student values.

Further study must be done using larger groups of males and females.

APPENDIX

Values	Group Averages on Each Value					
	Males		Females		All Students	
	Pre	Post	Pre	Post	Pre	Post
Aesthetics	3.3	3.6	3.6	3.9	3.5	3.8
Control	2.8	3.3	2.8	3.3	2.8	3.3
Creativity	2.2	2.5	2.7	3.3	2.6	3.1
Family	3.8	3.9	4.5	4.6	4.3	4.5
Humanity	3.3	3.6	3.9	4.1	3.7	3.9
Physical	3.0	3.4	3.4	3.7	3.3	3.6
Renown	3.1	3.1	2.7	3.4	2.8	3.3
Social	3.6	3.8	3.9	4.0	3.8	4.0
Spiritual	3.4	3.8	3.7	3.8	3.7	3.8
Wealth	3.9	3.9	3.6	3.9	3.7	3.9

Table 1

Average Responses of Males and Females and
Combined Average Responses on the Pre- and Post-Test using the
Values and Self-Image Appraisal Scale

Values	Results for Females				
	Pre	Post	Difference	t-Test	Significant? 0.05 Level
Aesthetics	3.6	3.9	0.3	3.97	Yes
Control	2.8	3.3	0.5	5.15	Yes
Creativity	2.7	3.3	0.6	4.19	Yes
Family	4.5	4.6	0.1	2.87	Yes
Humanity	3.9	4.1	0.2	2.70	Yes
Physical	3.4	3.7	0.3	1.77	Yes
Renown	2.7	3.4	0.7	4.78	Yes
Social	3.9	4.0	0.1	1.22	No
Spiritual	3.7	3.8	0.1	1.91	Yes
Wealth	3.6	3.9	0.3	2.92	Yes

Table 2

Results of the Statistical Analysis of the
Pre- and Post-Tests for Females using the
Values and Self-Image Appraisal Scale

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Values	Results for Males				
	Pre	Post	Difference	t-Test	Significant? 0.05 Level
Aesthetics	3.3	3.6	0.3	1.71	No
Control	2.8	3.3	0.5	1.51	No
Creativity	2.2	2.5	0.3	1.85	No
Family	3.8	3.9	0.1	1.67	No
Humanity	3.3	3.6	0.3	1.84	No
Physical	3.0	3.4	0.4	1.75	No
Renown	3.1	3.1	0.0	-0.12	No
Social	3.6	3.8	0.2	1.97	Yes
Spiritual	3.4	3.8	0.4	1.62	No
Wealth	3.9	3.9	0.0	-0.41	No

Table 3

Results of the Statistical Analysis of the Pre- and Post-Tests for Males using the Values and Self-Image Appraisal Scale

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Values	Results for Females Compared to Males				
	Female Pre	Male Pre	Difference	t-Test	Significant? 0.05 Level
Aesthetics	3.6	3.3	0.3	1.32	No
Control	2.8	2.8	0.0	0.13	No
Creativity	2.7	2.2	0.5	1.43	No
Family	4.5	3.8	0.7	2.55	Yes
Humanity	3.9	3.3	0.6	2.81	Yes
Physical	3.4	3.0	0.4	2.01	Yes
Renown	2.7	3.1	-0.4	-1.16	No
Social	3.9	3.6	0.3	1.59	No
Spiritual	3.7	3.4	0.3	0.65	No
Wealth	3.6	3.9	-0.3	-1.48	No

Table 4

Results of the Statistical Analysis of the
Pre-Tests for Females and Males using the
Values and Self-Image Appraisal Scale

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Values	Results for Females Compared to Males				
	Female Post	Male Post	Difference	t-Test	Significant? 0.05 Level
Aesthetics	3.9	3.6	0.3	1.37	No
Control	3.3	3.3	0.0	0.83	No
Creativity	3.3	2.5	0.8	2.16	Yes
Family	4.6	3.9	0.7	3.08	Yes
Humanity	4.1	3.6	0.5	2.86	Yes
Physical	3.7	3.4	0.3	0.77	No
Renown	3.4	3.1	0.3	0.68	No
Social	4.0	3.8	0.2	0.96	No
Spiritual	3.8	3.8	0.0	0.14	No
Wealth	3.9	3.9	0.0	-0.00	No

Table 5

Results of the Statistical Analysis of the
Post-Tests for Females and Males using the
Values and Self-Image Appraisal Scale

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Values	Results for All Students				
	Pre	Post	Difference	t-Test	Significant? 0.05 Level
Aesthetics	3.5	3.8	0.3	3.65	Yes
Control	2.8	3.3	0.5	3.93	Yes
Creativity	2.6	3.1	0.5	3.94	Yes
Family	4.3	4.5	0.2	2.73	Yes
Humanity	3.7	3.9	0.2	2.85	Yes
Physical	3.3	3.6	0.3	2.13	Yes
Renown	2.8	3.3	0.5	3.45	Yes
Social	3.8	4.0	0.2	1.63	No
Spiritual	3.7	3.8	0.1	2.06	Yes
Wealth	3.7	3.9	0.2	2.24	Yes

Table 6

Results of the Statistical Analysis of the
Pre- and Post-Tests for All Students using the
Values and Self-Image Appraisal Scale

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Bibliography

Books:

Bach, Richard, *Jonathan Livingston Seagull: A Story*, New York: Avon, 1973.

Bender, David L. (Editor), *Constructing a Life Philosophy: Opposing Viewpoints*, San Diego: Greenhaven Press, Inc., 1993, Sixth Edition.

Giles, Gerald L., *The Vicious Circle of Life: Who Made Up These Rules Anyway?*, Salt Lake City: QUE Enterprises, 1988.

Helmstetter, Shad, Ph.D., *What to Say When You Talk to Yourself: Powerful New Techniques to Program Your Potential for Success*, New York: Pocket Books, 1986.

Videos:

Waitley, Denis, *The Psychology of Winning Library*, Chicago: Nightingale-Conant Corporation, 1994.

Ziglar, Zig, *Goals: Setting and Achieving Them on Schedule*, Chicago: Nightingale-Conant Corporation, (no date listed).

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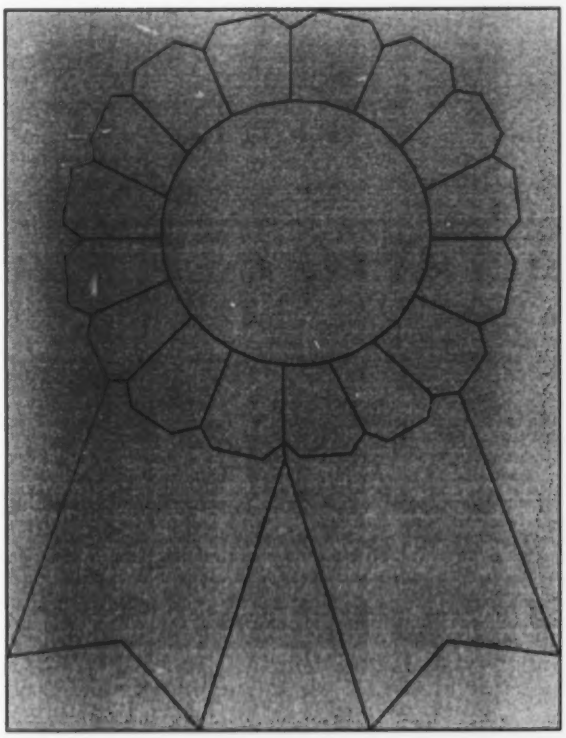
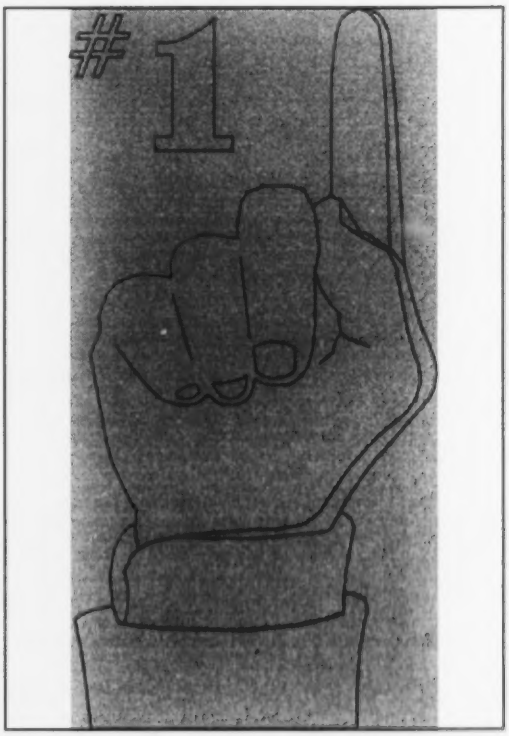
VALUES AND SELF-IMAGE





Values Inventory

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VALUES AND SELF-IMAGE APPRAISAL SCALE

Values and self-image are extremely important because they are the basis of all decision making. When you make decisions in your lives, your values exert and enormous amount of influence on those decisions. Goal setting is simple decisions making. In order to set good, intelligent goals which will get you what you want in life, they must be consistent with your values. If you do not know what your values are, it is difficult to make those career choices necessary to bring you a full and productive life.

This values and self-image appraisal scale provides a brief, simple means of appraising your values. It will help you determine which values are most important to you, how they are a part of your self-image, and thus, help you set those career goals which will bring you the success you want. You will read 100 statements indicative of 10 defined values and areas of life. These are as follows:

Aesthetic	Appreciating natural and man-made forms of beauty.
Control	Being empowered as an effective decision maker.
Creativity	Developing and using imagination in problem solving.
Family	Acknowledging the importance of relationship with parent(s), spouse, children, and/or significant others.
Humanity	Accepting, tolerating, and working for or helping others.
Physical	Honoring the physical body with good nutrition and adequate rest and physical exercise.
Renown	Being well known, liked, approved and accepted by others.
Social	Relating to and interacting with people outside of your family relationships.
Spirituality	Having beliefs and principles of conduct, obedience to and activity in accordance with your values.
Wealth	Meeting personally rewarding financial needs and goals.

Rate yourself on a scale of 0 to 5 on each of the following statements. 0 means the statement is not like you at all, and 5 means it is exactly like you. Use the 1,2,3 or 4 to indicate how strongly that statement describes you. If the statement does not apply to you, enter N/A (Not Applicable) in the blank and divide by the number you answered.

Transfer your scores to page 6 and follow the directions there.

____ 1. I would like to write songs.
____ 2. I have a regular physical examination.
____ 3. I enjoy hosting and giving parties.
____ 4. I would like live in a large, expensive mansion.
____ 5. If I had a chronic pain, I would consult a doctor even if aspirin seemed to lessen the pain.
____ 6. I think about making a lot of money.
____ 7. I influence others in their educational choices.
____ 8. I have a collection of tapes, records and CDS.
____ 9. I enjoy belonging to clubs and organizations.
____ 10. I am kind to all living things.
____ 11. I enjoy writing stories.
____ 12. I have a close relationship with my parent(s).
____ 13. I would rather spend the summer working to earn money than have a paid vacation.
____ 14. I like to write letters for old and disabled people.
____ 15. I pray about my problems.
____ 16. I have many very close friends.
____ 17. I like to be the person who conducts meetings.
____ 18. I would like to be in Who's Who and other similar publications.
____ 19. I have a friend with whom I can share my problems.
____ 20. I feel lifted spiritually when I change my life for the better.
____ 21. I would like to be famous and recognized wherever I go.
____ 22. I have an active spiritual life.
____ 23. I like to attend parties and social gatherings.
____ 24. I would like to act in movies, television or on live stage.
____ 25. I like to help others with food or presents during the holiday season.
____ 26. I would like my children to take music lessons.
____ 27. I love coming up with original ideas and putting them to use.
____ 28. I read spiritual materials regularly.
____ 29. I enjoy having people recognize me and call me by my name.
____ 30. I enjoy having my picture in publications.
____ 31. I enjoy attending concerts.
____ 32. I like to spend time helping other students with their studies.
____ 33. I would like to write a play for television or the theater.
____ 34. I usually see or call a doctor when I am ill.

___ 35. I like to spend holidays at home with my family.
___ 36. It is important to give thanks before meals.
___ 37. I enjoy meeting and getting to know people of other races or nationalities.
___ 38. I would enjoy creating new and exciting styles in the clothing industry.
___ 39. I enjoy shopping for members of my family.
___ 40. I often organize activities for others.
___ 41. It is important to me to have many good friends.
___ 42. I would rather be the boss than just another worker, even if there was no more money involved.
___ 43. I would enjoy associating with famous people.
___ 44. I support my own spiritual belief by donating time and money as I can.
___ 45. I like to see my name appear in publications.
___ 46. I sometimes stay up to visit with late company.
___ 47. I believe in life after death.
___ 48. I enjoy an evening out with friends.
___ 49. I feel good when I help others.
___ 50. I consider the beauty as much as the practical use of a building or structure.
___ 51. I donate to charities and help others financially when I can.
___ 52. I appreciate beautiful things.
___ 53. I would like to be an officer in a club and not just a member.
___ 54. I enjoy discussing things around the dinner table.
___ 55. I prefer a drawing class to a mathematics or science class.
___ 56. I usually get enough sleep at night.
___ 57. I would rather act and entertain than be a script or play writer.
___ 58. I like to be in charge in a group.
___ 59. I am smoke free.
___ 60. I respect my parents.
___ 61. I participate regularly in spiritual activities.
___ 62. I would like to appear regularly on television.
___ 63. I would spend my last $100.00 for a weeks vacation in my favorite spot rather than pay bills.
___ 64. I enjoy visiting art galleries and museums.
___ 65. I like to spend a part of the evening with someone and not be alone.
___ 66. I like to design and create things.
___ 67. I enjoy being involved in the decorating of my home.
___ 68. I want to be financially independent.
___ 69. I like planning socials and activities for others.
___ 70. I like to design and make new and creative things.
___ 71. I would like to have enough money to retire early from my career.
___ 72. I would like to help people with their problems.
___ 73. I enjoy giving presents to family members.
___ 74. I write poetry.

____ 75. I would rather be a school principle than a classroom teacher at the same pay.
____ 76. I like to be honored for my accomplishments.
____ 77. I eat a balanced and nutritious diet each day.
____ 78. I help others when they are in trouble.
____ 79. I believe in a higher power or supreme being.
____ 80. I would like to engage in expensive hobbies and interests.
____ 81. I enjoy spending time home with my family.
____ 82. I believe my prayers are answered.
____ 83. I would prefer to teach poetry, not mathematics or science.
____ 84. I enjoy being around other people most of the time.
____ 85. I enjoy expensive things.
____ 86. I care how my parents feel about the things I do.
____ 87. I want to earn a high salary.
____ 88. I love my family members.
____ 89. I would like to write a book or novel.
____ 90. I enjoy classical and/or uplifting music.
____ 91. I enjoy involving other people in making decisions.
____ 92. I have a regular dental examination.
____ 93. I often think about things I would like to have if I could afford them.
____ 94. I like to be the one who decides what I will do or where I will go with a friend.
____ 95. I can distinguish between a fine painting or drawing and an ordinary one.
____ 96. I value nursing an ill person back to health.
____ 97. I enjoy family activities, like a picnic.
____ 98. I eat regularly.
____ 99. Pay is not as important as living and working conditions.
____ 100. I protect my body from harmful drugs.

For each of the items listed below each value, enter the rating which you gave it and then total the ratings and divide by 10.

Aesthetic		Control		Creativity		Family		Humanity	
8	____	7	____	1	____	12	____	10	____
26	____	17	____	11	____	35	____	14	____
31	____	40	____	27	____	39	____	25	____
50	____	42	____	33	____	54	____	32	____
52	____	53	____	38	____	60	____	37	____
64	____	58	____	55	____	73	____	49	____
67	____	69	____	66	____	81	____	51	____
83	____	75	____	70	____	86	____	72	____
90	____	91	____	74	____	88	____	78	____
95	____	94	____	89	____	97	____	96	____
Total	____		____		____		____		____

Divide by 10 or 10 minus the number of NA's you have in the column.

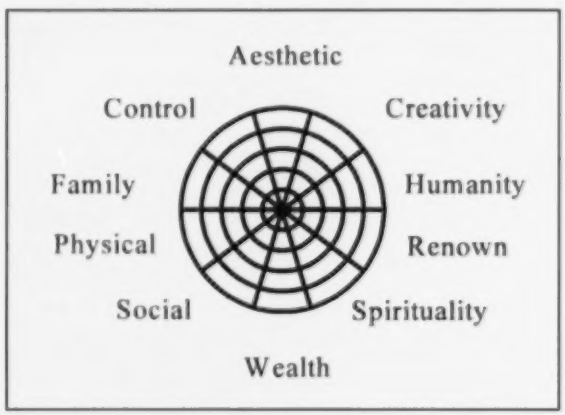
Code ____ ____ ____ ____ ____

Physical		Renown		Social		Spirituality		Wealth	
2	____	18	____	3	____	15	____	4	____
5	____	21	____	9	____	20	____	6	____
34	____	24	____	16	____	22	____	13	____
56	____	29	____	19	____	28	____	68	____
59	____	30	____	23	____	36	____	71	____
63	____	43	____	41	____	44	____	80	____
77	____	45	____	46	____	47	____	85	____
92	____	57	____	48	____	61	____	87	____
98	____	62	____	65	____	79	____	93	____
100	____	76	____	84	____	82	____	99	____
Total	____		____		____		____		____

Divide by 10 or 10 minus the number of NA's you have in the column.

Code ____ ____ ____ ____ ____

Take the averages from the previous page and chart them on the circle below. Make an arc for each value, counting the middle circle as 1 and on out to the outer circle as 5, and shade it from the middle out so each value forms a pie-shaped piece of the circle.



How round is your value circle? How balanced is your life? Have you some values which you need to work on to round out your circle? Do you feel it is necessary to do so?

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